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A CONTENT ANALYSIS OF NEWSLETTERS FROM SELECTED DESIGNATED COMMUNITY SCHOOLS AND NON-DESIGNATED SCHOOLS IN THE EDMONTON AREA

by

(C) Donna Gayle Proctor

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

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CHAPTER 1

INTRODUCTION

The advent of Designated Community Schools in Alberta in 1980 has far reaching implications for school policies province wide. Community education is a concept that is relatively new to the Alberta scene. Belief in the Community School concept and community and parental participation in the operation of schools seems essential to maintain high standards of education in the public schools and be more responsive to the needs and desires of the communities schools serve.

Schools communicate their philosophy and policies to the parents and communities they serve in many ways. A Designated Community School by the Alberta definition is deemed to have the following distinctive characteristics as part of the larger concept of community education:

1. Community Related Curriculum
2. Involvement of Parents
3. Collegiality
4. Everyone a Teacher
5. Everyone a Learner
6. Interagency Cooperation
7. Facility Adaptation
8. Community Use
9. Community Issues
10. Sense of Community

These characteristics are communicated by the schools by various means. One of the most common and familiar methods of communication schools

adopt is the newsletter that is sent to parents on a regular basis throughout the school year. Newsletters communicate messages to the parents, students, staff and community that are deemed significant to the smooth operation of the school. The operation of the school is a complex organizational procedure requiring continual communication with the group that supports the organization. Communication is vital to the success of the school program.

> In fact, we could go so far as to say that organizations exist through communication; without communication, there would be no organizations. As Herbert Simon expressed it "...without communication there can be no organization, for there is no possibility then of the group influencing the behavior of the individual." (Lesikar, 1980, p. 4).

This study focuses on the communication contained in newsletters from selected Designated Community Schools and selected Non-designated Schools. A content analysis was carried out on each newsletter to ascertain what messages were contained therein. Then the messages were categorized and the categories and responses originating from Designated Community Schools were compared with Non-designated School's responses. A readability analysis was also applied to the newsletter to determine the approximate reading level of each newsletter.

Communication from schools in the form of a newsletter is an important and critical function of the school personnel. The messages contained in school newsletters reflect many of the characteristics of the school and, of course, the writer or editor of the newsletter. The intent of this study was to examine the content of school newsletters to determine what type of message is sent and what characteristics of the selected schools are illuminated

by a content analysis. It is hoped that by critically and carefully examining school newsletters and projecting the implications communication may be enhanced or perhaps improved in future school newsletters from Designated Community Schools and Non-designated Schools.

Need for Study

Designated Community Schools are a recent phenomenon in Alberta. After implementing some of the recommendations of the Worth Report in 1972, Alberta examined and encouraged the growth of the community education movement and in 1980 officially announced its official Alberta Community School Program Position. In July of 1982 there were 35 Designated Community Schools and 22 more schools were initiating action towards achieving a Designated Community School status.

There have been ongoing evaluations of the program and in 1982 Dr. Walter Lazaruk of the Interdepartmental Community School Committee completed a comprehensive comparative analysis of Selected Designated Community Schools and Non-designated Schools in Alberta and his results are published in his doctoral thesis. A study of parental/community involvement in schools was completed at the University of Alberta in 1982 by Osborne. One of the findings in Osborne's study that is of significance to the present study is in regard to written communications from Designated Community Schools and Non-designated Schools. Osborne suggests that the number of newsletters from both categories was the same but that the content varied.

No principals of traditional schools and three principals of Community Schools indicated that their letters included community news.

Osborne (1982) further states:

> The results revealed that principals of both schools converse with parents at least once a day. It was further determined that principals of community schools tend to talk more about students' academic performances, student activities, attendance and volunteer programs as opposed to traditional school principals who tended to talk more about disciplinary matters. (pp. 157-158)

This study, using the technique of content analysis, compares the newsletters from selected Designated Community Schools and selected Non-designated Schools to determine if the written communication from both "types" of schools differs significantly and to find out if the Designated Community School newsletter reflects any or all of the characteristics of a Designated Community School as set down by the Alberta Government. Perhaps a content analysis of written communications will add a further dimension to the community school concept.

Statement of the Problem

The purpose of this study was to examine and compare the content of newsletters from selected Designated Community Schools with the content of newsletters from Non-designated Community Schools to determine what, if any, differences are apparent.

The questions posed:

1. Does the Designated Community School newsletter reflect the characteristics of a community school as set down by Document 35?

2. Does the Non-designated School reflect similar characteristics?

3. Is the function of the newsletters different; i.e. is it to inform only; inform and encourage response; demand response? Is

there response required by the receiver (parents) to indicate awareness and or concurrence?

4. Regarding readability is there a difference?

5. Does the newsletter from Designated Community Schools include more messages from authors other than the school principal than the newsletter from Non-designated Community Schools?

6. Can a "model" newsletter be developed for both types of schools or are they inherently different in content?

This research is an exploratory study because as yet there has been no content analysis of newsletters from Designated Community Schools in Alberta and Non-designated Schools in Alberta to analyze and compare the content of such written communication as found in school newsletters.

Procedures

This study was conducted by means of a content analysis completed on newsletters from selected Designated Community Schools and Non-designated Community Schools in the Edmonton area. The selection of schools for both Designated Community Schools and Non-designated Schools was made previously by Dr. Walter Lazaruk for his 1982 doctoral thesis and permission to follow Dr. Lazaruk's procedure was given by him to this researcher.

The Designated Community Schools were selected on the basis of these criteria: (Lazaruk, 1982)

1. They had operated as Community Schools for at least three years and had implemented a community input group; offered educational, recreational, social and cultural programs for children, youth and adults; and had implemented at least a half-time leadership position for community education.

2. They were representative of communities involved with community schools in Alberta: urban/rural; large/small; suburb/inner city; north/south.

   Author's note: Of the above urban/rural; large/small; and suburb/inner city apply to this study.

3. They were representative of the grade levels and size of schools involved in the Alberta Community School Programme Position: elementary/junior high/senior high/ or a combination of elementary and junior high school levels; large/small (p. 11).

In addition Dr. Lazaruk selected 23 Non-designated Community Schools in Alberta which were similar to the selected Designated Community Schools in grade level, size and location in the province. The list of selected Community Schools was submitted to the Interdepartmental Community School Committee for verification of compliance to the above criteria. For this study's purposes the schools that were matched by Dr. Lazaruk in the Edmonton area were selected to analyze their newsletters.

The schools were contacted personally or by phone and responded by giving or sending their respective newsletters. The months to be analyzed are January, March and/or April. The researcher chose these months to eliminate school opening details and Christmas activities. Each newsletter was then subjected to a content analysis technique.

Limitations of the Study

The limitations of the study are as follows:

1. The newsletter samples are limited to nine Designated Community Schools in the Edmonton area and nine Non-designated Schools in the Edmonton area.

2. The criteria of characteristics of a Designated Community School came solely from the Alberta definition of a Community School as contained in Document 35.

3. The readability instruments can give only a very rough estimate of the reading level of the newsletter.

4. Newsletters were chosen from the months of January, March or April.

Delimitations of the Study

This study looked only at newsletters originating from the principal's office to parents of school children and sent via school children. Only newsletters sent to parents monthly or on a regular basis were examined for content.

Definitions of Terms

Newsletter

A regular communication bulletin for parents sent from the school office to the parents via children throughout the school year.

Communication

"Communications will refer to transmitting and receiving information, attitudes, ideas. It matters greatly whether the message intended by the sender was the same one perceived by the receiver, but even if this is not the case, we shall maintain that something has been communicated" (Saxe, pp. 164-165).

Content Analysis

Defined by Holsti (1969, p. 14) as a method technique used "for making inferences by systematically and objectively identifying specified characteristics of messages".

Krippendorff's definition of content analysis is "the use of replicable and valid methods for making specific inferences from text to other states or properties of its source".

Berelson gives the following definition: "Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication".

For purposes of this study, the definitions used from Dr. Walter Lazaruk's dissertation pertain to Community Education and Community Schools.

1. Community School is a school where, with the endorsement of the school board in cooperation with other local authorities and on behalf of the community, there is formal commitment to the use of the educational process for both individual and community betterment. There is also a formal commitment to consciously orient the school to the community it serves.

2. Community Related Curriculum. Basic education is enhanced by relating the curriculum to real life situations in the community. Students go into the community to use available facilities and resources, and to provide service while they learn. In turn, community resources are brought into the school. Intense study of the local community becomes the basis for study of life in other communities and the world.

3. Involvement of Parents. There is an effective involvement of parents and other community members in helping to develop the curriculum of the school and in helping teachers through appropriate voluntary service.

4. Collegiality. A democratic, collegial philosophy is encouraged by the school board and principal teacher in the administration of the school. Parents and other interested community people are regarded as allies.

5. Everyone a Teacher. The faculty includes teachers, working in cooperation with each other, and community adults and students.

6. Everyone a Learner. Although the education of the young is the priority, all members of the community are potential students, including pre-schoolers and adults of all ages. Educational activities involving people of all ages are encouraged.

7. Interagency Cooperation. The school regards itself as an integral part of a total community education system. The school cooperates with other community organizations and agencies to provide comprehensive educational, recreational, cultural and social services to people in the school attendance area.

8. Facility Adaptation. School facilities may be designed or modified with effective teacher and community involvement so that, ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.

9. Community Use. The school facility is available for community educational, recreational, cultural and social use on an extended time basis daily and yearly. Community activities might be scheduled at any time during each operational day.

10. Community Issues. The school, by policy, encourages a study of problems and issues of significance to the community, often in cooperation with other agencies and organizations in the community.

11. Sense of Community. The school has a vital stated goal, which is to foster a sense of community. It assumes it is important that the people who live in its attendance area know and care about each other.

12. Community Education is a process in which people within communities utilize educational, democratic and sound research methods for both individual and community betterment. By design, the community education process ideally exhibits all of the following characteristics:

    a. There is an effective and systematic community/interagency cooperative relationship and interagency commitment to the use of the community education process.

    b. Strong emphasis is placed on facilitating informed citizen involvement in local needs identification, desicision making, problem solving, and program implementation.

c. Priority is placed on full utilization of existing local human and physical resources as a basis for considered community action in the common interest.

d. The community school and other community agencies and resources are viewed as integral parts of a total community education system.

e. Emphasis is placed on encouraging community self-help, volunteerism, community initiative and self-renewal through the process of community education.

f. An important aspect is the development of opportunities and training so local lay and professional people can assume community leadership roles.

g. There is an offering of supplementary and alternative educational opportunities for community members, regardless of age, to extend their skills and interest and to bring about community improvements. Education is viewed as a lifelong process. All positive forms of education are considered potentially useful in this regard, including the use of technology and the mass media.

13. Community School Coordinator. A person in the community school formally assigned to coordinate responsibilities related to designation under the Alberta Community School Programme Position.

14. Designated Community Schools. Those schools which became eligible for Provincial Government support to function as community schools as defined in the Alberta Community School Programme Position.

15. Declared Community School. A school formally involved in the process of achieving status as a Designated Community School.

16. Interim Designation. A school which operated in the community school mode prior to September 1, 1980. The schools received provincial government support during the 1980/81 school term and were to complete a Charter as defined in Document #35 by June 30, 1981.

17. Charter. An implementation plan for a Designated Community School under the Alberta Community School Programme Position.

18. Non-Designated School. A school which has not been designated as a community school by the Interdepartmental Community School Committee.

19. Community School Leadership Position. Leadership role provided for community education in each Designated Community School. (Lazaruk, 1982, pp. 15-17)

CHAPTER 2

LITERATURE REVIEW

Communication Theory and School Newsletters

Communication sophistication is one reason why society has advanced so rapidly in recent decades. Organizations such as schools are being put under scrutiny and pressure to determine their ability to satisfy the needs of the modern world and its advanced technology. Effective communication transmits the goals of the organization and the objectives to be achieved to the parents and the larger community. Communication is the ingredient which makes organization possible. One of the most frequent means the school as an organization communicates to parents is by means of the newsletter.

The purposes of school-community communications are many. Sumption and Engstrom (1966) (cited in Saxe, p. 164) list ten objectives. Those that deal with community school relations are:

> To provide the people with the information about their schools.
>
> To provide the school with information about the community.
>
> To develop a commonality of purpose, effort and achievement.
>
> [To] keep... the people informed of new developments and trends in education.
>
> To develop, through a continuous exchange of information, an atmosphere of cooperation between the school and the other social institutions of the community.
>
> To secure an unofficial but frank evaluation of the program of the school in terms of educational needs as the community sees them (Saxe, p. 164).

The common media for communication always includes newsletters, news bulletins or sometimes referred to as school newspapers. In a study done by Sloan in 1973 parents reported that they learned about

the school mostly by the school newspaper and that they preferred the school newspaper as a source of information.

With the advent of community education and community schools the need to communicate more often and more effectively becomes increasingly apparent. Parents and community members are demanding the right to participate in decision making in the local school. Toffler in his book The Third Wave suggests that "demassification" and decentralization will occur in communications, decision-making and bureaucratic organizations like the school. Education and schooling are frequent themes Toffler refers to. He suggests that the back to basics movement is "rearguard actions of a spent civilization" (p. 256). Toffler's ideas and suggestions are in tune with the community school philosophy. He states that parents will "demand the right to influence school decisions, no longer content to leave them to professional educators" (p. 262). Education will not necessarily take place in the classroom but will "become more interspersed and interwoven with work and more spread over a lifetime" (p. 384). To combat loneliness and to promote a sense of community, Toffler suggests students be evaluated partly on group performance (p. 370) and also that retired people be "invited to teach some of their skills in local schools" (p. 371). If, as Toffler conjectures, (p. 383) children of the future find themselves in "a society no longer obsessed with -- perhaps not even terribly interested in -- the needs, wants, (and) psychological developments... of the child", there may be more student alienation and maladjustment in Third Wave society than today.

Communication plays a very important part in the ways by which parents or others react to the school. Written communication

such as school newsletters have a more formal effect than face to face situations. They receive the added impetus of the printed word, and they have the quality of permanance (Lesikar, p. 123).

The school newsletter often has many objectives for communicating. The newsletter may be written to gather information, collect money for school projects, communicate routine information such as school events or holiday dates. Whatever the purposes of each newsletter or bulletin fulfill the overall impression of the communication should enhance the public relations aspect of the school.

Effective school community relations are more important than ever before because of the economic restraints and the perceived inadequacies of the public school system to meet the educational needs of the multiculturalist and pluralist society that exists in today's communities. It is very essential that communications are accurate, honest, continuous and responsive to the cultural diversities. Saxe (1979) refers to these communications as "public relations activities -- that phase of community relations that consists of deliberate efforts by the school to influence community opinion" (p. 13).

Background of Community Schools and the Alberta Position

The community school concept is not new. In early times the school was an integral part of the community it served. Besides its educational function the Little Red School House was utilized by the community for church and social functions. The teacher lived close by, often in a teacherage supplied by the parents (rate payers). Decisions about hiring, program and resources were made by the

community members and the teachers. If there was a specific school board, the board members were often parents of the children in the school.

Gradually schools grew in size and number. Rapid technological change meant internal and external change for the school. The school was no longer an integral part of community life and when school consolidation occurred the school physically moved away from the community it served. Families were further fragmented by building distinct units for elementary, junior high and high school children. School participation was difficult if children of one family attended three different schools. Community members and parents had less input into decision making.

Taxes increased as schools were built and staffed with highly trained teachers. The educational results, however, did not necessarily reflect a growth in student achievement. Parents were concerned about the failure of their child in a system they supported with their tax dollars. They demanded answers from the educators. Schools had become "like little islands set apart from the mainland of life by a deep moat of convention and tradition...." (William G. Carr).

The picture is changing. The community school concept is a return to an ideal "little white school house" that involves parents, students, teachers and significant other community agencies in decision making. Bette Stephanson remarks in her address to the Canadian Education Association 1982 that "we shall have to integrate our particular expertise with the knowledge and resources that exist in the community outside of the educational system. In this way we can all consciously participate in teaching the young how to learn -- and in promoting a spirit of participation, anticipation, solidarity and a sense of wholeness" (Canadian Education Association, p. 23, November 1982).

The development of the community school is an attempt to again bridge the gap between schools and the communities they serve. To better understand how the transition will occur and the true meaning of community schools, one has to look at the American program. The Mott Program, Flint, Michigan has been almost synonomous with community school. In 1935 Charles Stewart Mott contributed $6000 from the Mott Foundation to Flint public schools. The contribution was to be used to encourage the public to make greater use of school and community facilities.

The stated purpose of the Mott Community School is:

To mobilize the human and institutional resources of a community in such a fashion that:

a. Senseless and costly duplication is avoided.

b. People of all classes and creeds are given the necessary encouragement and opportunity to help themselves to a better life.

c. Local institutions - schools - government - business become genuinely responsive to human needs and wants.

Advocacy for community involvement is evident in a variety of ways. Two areas seem to be of prime importance. The first relates to citizen wants and needs. The second relates to policies of government and in being responsive to citizen wants and needs.

Alberta Position on Community Education

The Alberta government has implemented legislation and corresponding conditional grants to local school districts. The government has also published studies concerning community involvement. The Worth Report in 1972 advocated community involvement and recommended that it is

desirable to have democratic decision making.

Economically the move to the community education concept via the community school is a practical response by the government. The population wave that was initiated by the post-war baby boom created the need for many schools that would now be vacant unless utilized by the community in the broader educational sense of life-long learning. As Totten (1970, p. 3) proposed, the school is only one agent of education in a community. Because the school is politically and economically "neutral" it is capable of fostering, stimulating and coordinating the educational contributions of other significant agencies within the community.

Whit (1971, pp. 8-11) supports Totten's premise and comments on the economical impracticality of not using the vast resources of the school. Whit states that:

> Education is an investment. It does not make much sense for a school district to close down a large part of their investment early each day and leave the tools of production idle for nearly 2/3 of each producing weekday... (1971, p. 9).

Seay (1974, p. 19) speaking of community education in the United States and notes that as communities grew, so did the educational needs of people until eventually, the combination of family teaching and formal schooling could not meet the educational needs of people, thus the necessity for other agencies in the community to become involved in ecucational activities.

According to Kaplan (1975, p. 5) while property taxes have increased markedly, many of the schools financed by these taxes are closed 50% of the time. Kaplan also points out the under utilization of school facilities when he says:

> While during this past Christmas New Year's vacation, countless millions of elderly, lonely, handicapped, poor and other needy were yearning for places to meet and share their meals and thoughts, our handsome beautifully landscaped elementary and high schools were shut tight (1975, p. 6).

In support of this view Longstreth states "When all people in a community become directly involved in our education system accountability takes on a new meaning. It would seem less likely that an active participant in your education program will be demanding unreasonable accountability measures" (1973, p. 37).

Accountability for tax dollars in education can be expressed in dollar value or social value. The humanistic issues inherent in moving towards a community school are addressed by Hurwitz. He suggests that public schools are a ready-made institution that transcends social, religious and political lines and as such can help people cope with the rapid changes taking place in society. In his article he quotes from Two World of Childhood, a book by Urie Bronfenbrenner:

> Talking about the separation between the old and the young, he says: "...if the current trends persists, if the institutions of our society continue to remove parents, other adults, and older youth from active participation in the lives of children, and if the resulting vacuum is filled by the age-segregated peer group, we can anticipate increased alienation, indifference, antagonism, and violence on the part of the younger generation in all segments of our society - middle-class children as well as the disadvantaged. If adults do not once again become involved in the lives of children, there is trouble ahead for American society. New patterns of life have developed in our culture. One result of these changes has been the reduced participation of adults in the socialization of children. Although to date, this pattern has continued to gain acceptance, there is reason to believe that it can do harm to children, and to our society. We are, therefore, faced with the necessity of developing a new style of socialization, one that will correct the inadequacies of our contemporary pattern of living as it is affecting our children and provide them

> with the opportunities for humanizing experiences of which they are now bereft." (1973, p. 8).

Hurwitz sees the community school as being an all-day, all-week and all-year facility. The four premises he states as basic to community education are:

1. Every person, in every community has unmet needs.
2. Every community has untapped skills, talents, experience and imagination.
3. Every agency and every institution should exist to serve all the people.
4. Every community needs a school which coordinates factors 1 through 3 - in other words, a community school (1973, p. 7).

Hurwitz also suggests that despite all the criticism of public education, educational leaders still stand high in the regard of their fellow citizens and still occupy a position of influence and trust in society. Effective leaders must be willing to trust the people - to permit them to participate because they are confident the people have something worthwhile to contribute (1973, p. 11).

The provincial government in Alberta supports the humanistic views put forth by Hurwitz and is publicly dedicated to promote a participatory democracy. It is therefore easy to see why the provincial government passed the Early Childhood Legislation which states in part "that E.C.S. is a program which includes health, recreation, educational and social services for children and educational services for their parents. An attempt is made at the provincial and local organizational level to maximize the involvement of parents and communities, to utilize existing human and physical resources and to have coordinated a comprehensive delivery system" ("Project C", 1976).

The provincial government encourages municipal and educational

authorities to consider the benefits to be gained through the principle of sharing and published an Information Bulletin called Share It! Some Approaches to the Joint Use of Community Facilities, that recognizes the "high cost of providing adequate educational and recreational facilities in each community, and the mounting tax burden associated with these facilities, ... one way of minimizing costs is for education and recreational facilities can be jointly used, and new facilities can be jointly planned, in ways which will benefit the community at large. We stand ready to assist, in every way possible local authorities and agencies wishing to plan and develop school/community facilities and programs" ("Project C", p. 189).

In keeping with the Joint Use document the government in 1974 legislated the Community Core School Special Program which makes provision for the construction of a community core school that provides extra dollars per square foot for "core" or community schools. The general community use of the school shall be provided for by school division policy ("Project C", p. 191).

Pilot projects in Community Schools were instituted in 1973. They were funded jointly by the Department of Education (E.O.F.), Recreation, Parks and Wildlife, and Advanced Education and Manpower, and were instituted at Pincher Creek, Hardisty School in Edmonton, and St. Paul schools. The projects were designed to test the effectiveness of employees functioning as community school coordinators. Prior experimentation had been carried out at various levels in other schools of the province. Evaluation of these projects influenced further development in the area of community education ("Project C", p. 195).

In January of 1975 the Ministers of Advanced Education, Education, and Culture, Youth and Recreation directed that there be interdepartmental corporation in the development of a community school policy for Alberta. A proposed programme position was given, "The Government of Alberta endorses the community school concept and will be of assistance, on a staged basis, in local implementation and operation of such schools in receptive Alberta communities" (Document 35R, p. 2).

The Government of Alberta has deemed community schools to be those which exhibit a "conscious orientation to the community being served". Those schools which demonstrate the greatest commitment to the community school concept will qualify for provincial assistance on a priority basis. This assistance will be available to school boards who submit a project proposal or a community school charter. Government action on community schools will be implemented on an inter-departmental basis, currently involving the Departments of Education, Culture, Advanced Education and Manpower, and Recreation and Parks known as the IDCSC Interdepartmental Community School Committee.

> Consistent with The Goals of Basic Education in Alberta, the school regards itself as an integral part of the total community education system. The school cooperates with other community organizations and agencies to assist in the delivery of comprehensive educational, recreational, cultural and social services to people in the school attendance area (35R, p. 1).

The establishment of the Community School Grant, a Support of Specific Program Grant, in 1980 is in Kratzman's words a move by the Alberta Government to decentralize decision-making by recognizing that the individual school rather than the district or the province is the critical unit for generating decisions about what has been called "the primacy of instruction" (Kratzman, p. 6).

The Community School Grant recognizes the need for a "seed" of monies to provide an incentive to local schools and school districts to become a designated community school. The IDCSC provides inservices, community school friends, and consultation to local education authorities who are in the process of developing a community school charter. Although the individual school may initiate the community school concept, the local school board has to make a dollar commitment that endorses the project.

The commitment by local school boards and local schools to involve community agencies, other departments of government, teachers, parents and students in decision making is a major shift from "professional dominance to a meaningful parental and community role in the education process" (Fantini, p. 45).

In Community Control of Schools Fantini suggests that fundamental reform leading to new and more relevant educational institutions cannot really happen unless three major "pillars" of the present education system are changed. They are (1) governance - as described above, (2) goals - an evolution to a humanistically oriented curriculum which is evident in community education planning, and (3) personnel - opening the system to a far broader base of talent which is also present in the community school concept.

The Alberta Community School Programme Position, Principles, Procedures

The Alberta Community School Programme is implemented on an inter-departmental basis. The departments involved are Alberta Advanced Education and Manpower, Alberta Culture, Alberta Education and Alberta Recreation and Parks. These departments make up what is known as the Interdepartmental Community School Committee (IDCSC). This IDCSC

published Document #35 which provides the definition, characteristics and guidelines of the community school concept in Alberta. Document #35 details the following information re: community schools:

> The community school enters positively into the life of the community. A basic operating principle for the community school is that a sense of community is important, and that people who live in a community should have substantial influence over the destiny of that community.
>
> Consistent with this orientation to the community, a community school is characterized by a composite set of attributes as outlined below:
>
> Community School - is a school where, with the endorsation of the School Board in cooperation with other local authorities and on behalf of the community, there is formal commitment to the use of the educational process for both individual and community betterment. There is also a formal commitment to consciously orient the school to the community it serves. By design, a community school ideally exhibits the following kinds of characteristics:
>
> 1. The basic educational competencies are enhanced by relating these to real life situations in the community in which the school is located. Intense study of the local community becomes a springboard for study of life in other communities and the world. Study of the community in the community is an integral aspect of this emphasis. Such study will use available community facilities and resources, and include work and community service planned for educational outcomes.
>
> 2. There is an effective involvement of parents and other interested people in helping to provide advice to develop the curriculum of the school and in helping teachers with the operation of the school through appropriate (voluntary) service.
>
> 3. A democratic, collegial philosophy is encouraged by the School Board and principal teacher in the administration and functioning of the school. Parents and other interested community people are regarded as allies.
>
> 4. The faculty includes teachers working in cooperation with each other and with community adults and students.
>
> 5. Although the education of the young is the priority, all members of the community are potential students, including the very young and adults of all ages. Educational activities involving heterogeneous age groupings are not uncommon.

6. Consistent with The Goals of Basic Education for Alberta, the school regards itself as an integral part of the total community education system. The school cooperates with other community organizations and agencies to assist in the delivery of comprehensive educational, recreational, cultural and social services to people in the school attendance area.

7. School facilities may be designed or modified with effective teacher and community input so that the building itself is different from the usual school. Ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.

8. The school facility is available for educational, recreational, cultural and social service and other community use on an extended time basis daily and yearly. Such community usage might be scheduled at any time during each operational day.

9. The school, by policy, encourages a constructive study of problems and issues of significance to the community, often in cooperation with other agencies and organizations in the community.

The school has an important stated goal: the fostering of a sense of community. It assumes it is important that the people who live in its attendance area know and care about each other.

The Government of Alberta endorses the community school concept and will be of assistance on a staged basis in local implementation and operation of such schools in receptive Alberta communites (Document #35, p. 2).

PRINCIPLES

Following are principles of implementation that the Government of Alberta intends to follow and support in pursuing its community school programme position:

1. The primary purpose of endorsing the establishment and functioning of community schools by the Government is to enable people to meet their educational, recreational, cultural, social, health and other needs within their own communitites.

2. It is recognized that there are a number of variable attributes of the community school concept because local community conditions are variable throughout the province. The Government holds that the methods of achieving the objectives of community schools should be determined and controlled at the local level.

3. It is recognized that the community school idea has direct implications for a variety of government departments, agencies, institutions, and associations, and the Government encourages Alberta Education and School Boards to work cooperatively with such departments and organizations in the establishment and operation of community schools.

4. Encouragement will be given to the development of school curriculum and the provision of basic educational experiences that are positively related to real life situations in communities in which community schools are located.

5. It is recognized that an important way the community school idea can be encouraged is through provision of opportunities for prospective and practicing teachers, other professionals, and interested lay people (in recreation, health, social work, agriculture, community development, architecture, public administration, culture, adult education and so on) to study about the community school concept.

6. Assistance will be given in the dissemination of information about the community school concept.

7. It is recognized that the schools are property administered by school boards as a trust for the community, and the Government is committed to working with receptive school boards in facilitating public use of community school facilities for life-long educational, recreational, cultural, health, social and other uses.

8. Encouragement will be given to School Boards to plan, construct or modify school facilities to accommodate the community school concept.

9. A need is recognized for financial support for research and the dissemination of research findings on the community school concept through the research provisions of cooperating Departments.

10. The right is reserved to evaluate any community school initiative the Government facilitates at the community level or otherwise.

11. The implementation and operation of community schools should result in more efficient, effective and responsible utilization of existing school and other resources at the community level.

12. While more efficient and effective use of school and community resources should be an outcome of functioning community schools, it is recognized that there may be certain added direct costs associated with more comprehensive use of school and community facilities and the operation of community schools. In analyzing its current and future programmes, the Government is prepared to consider mechanisms to help offset such selected added costs.

13. The community school concept is viewed as part of a larger concept of community education.

    Community Education - is a process in which people within communities utilize educational, democratic and sound research methods for both individual and community betterment. By design, the community education process ideally exhibits all of the following characteristics:

    1. There is an effective and systematic community/interagency cooperative relationship and interagency commitment to the use of the community education process.
    2. Strong emphasis is placed on facilitating informed citizen involvement in local needs identification, decision making, problem solving, and program implementation.
    3. Priority is placed on full utilization of existing local human and physical resources as a basis for considered community action in the common interest.
    4. The community school and other community agencies and resources are viewed as integral parts of a total community education system.
    5. Emphasis is placed on encouraging community self-help, volunteerism, community initiative and self-renewal through the process of community education.
    6. An important aspect is the development of opportunities and training so local lay and professional people can assume community leadership roles.
    7. There is an offering of supplementary and alternative educational opportunities for community members, regardless of age, to extend their skills and interest and to bring about community improvements. Education is viewed as a lifelong process. All positive forms of education are considered potentially useful in this regard, including the use of technology and the mass media.

An important underlying goal in the above considerations is the fostering of a sense of community. (Document 35, pp. 2-5)

CHAPTER 3

PROCEDURES

Collection of Data

The data used for purposes of this research were newsletters from selected Designated Community Schools and Non-designated Schools. Newsletters were obtained by picking them up directly from schools, phoning schools and having the newsletters mailed to the researcher, and by reviewing Designated Community School newsletters at the Interdepartmental Office.

Process for Selection of Newsletter Respondents

For purposes of this study only schools in the Edmonton area were selected. The Designated Community Schools were selected on the basis of the following criteria (Lazaruk, 1982):

1. They had operated as community schools for at least three years and had implemented: (a) a community input or advisory group; (b) educational, recreational, social and cultural programs for children, youth and adults which extend beyond the traditional school day; (c) at least a half-time leadership position for community education.
2. They were representative of communities involved with community schools in Alberta (Edmonton area): urban/rural; large/small; suburb/inner city; north/south.

3. They were representative of the grade levels and size of the schools involved in the Alberta Community School Programme Position: elementary/ junior high or a combination of elementary and hinior high schools levels; large/small (p. 53, 54).

The Non-designated Schools were selected by Dr. Lazaruk as those similar to the selected Designated Community Schools in grade level, size and location. The Non-designated Schools were identified in a printout of schools compiled by the Finance, Statistics and Legislation Branch of Alberta Education. This printout was based on student enrollments as of September 30, 1982 (Lazaruk, p. 54).

Validation of the criteria was secured by Dr. Lazaruk from the Planning and Research Branch of Alberta Education and the Interdepartmental Community School Committee. The following criteria then were officially approved for Dr. Lazaruk who has given this researcher his permission to replicate the criteria as reproduced below.

1. The Designated Community Schools had operated as community schools for at least three years with a community input group, educational, recreational, social and cultural programs for children, youth and adults, and at least a half-time leadership position for community education.
2. The Designated Community Schools were representative of communities involved with community schools in Alberta: urban/rural; large/small; suburb/inner city; north/south.
3. The Designated Community Schools were representative of the grade levels and size of schools involved in the Alberta Community School Programme Position: elementary/junior high/senior high/or a combination of elementary and junior high school levels; large/ small.

4. The Non-Designated Community Schools were similar to the Designated Community Schools in grade level, size, location in the province and socio-economic status.

Using the aforementioned criteria nine Designated Community Schools and nine Non-designated Schools in the Edmonton area were selected. For each selected school two newsletters were content analyzed. The months chosen for analysis were January and March or April. In one instance a combined January to March newsletter was used. One Designated Community School does not send newsletters. The newsletters varied in length from one page to twelve pages. A total of thirty-six news bulletins are included in the analysis detailed in Chapter 4. The researcher received and perused sixty-five additional newsletters that are not included in the results because they are: (1) from schools not selected or (2) they are from non-selected months.

Method Used in Analyzing Data

The newsletters were analyzed by the researcher using a technique known as content analysis. Content analysis can be described as a process that can be used in communication theory. The process has its origins in various academic disciplines wherein the analyses of documents, articles, speeches and other communication 'packages' is one of the important concerns of researchers. The analysis contains five main steps:

1. All of the documents (newsletters) are read and the various types of responses are recorded on separate cards;
2. A temporary system of categories is developed by a process of sorting and summarizing which places the various responses into a fairly simple, but logically meaningful system of categories;
3. The newsletters are again read by the analyst and all of the relevant responses are noted in terms of frequency of occurrence of particular responses;
4. A final survey of the documents and of the analysis is made to ensure that no errors were made and;
5. Finally, tables of results are constructed showing the frequently occurring and the "salient" responses." (p. 5, 6 from Evaluation of Basic Education and High School Programs at Alberta Vocational Centre Edmonton by Evaluation Consultants (Edmonton) Ltd.)

To check reliability, a second person is asked to "unitize" one of the newsletters to verify that the units of thought the researcher identified coincide with the second opinion. One of two additional persons are trained to use the technique of content analysis. The systems of categories to be used are explained and appropriate responses are noted in each category set to maintain reliability and validity. In the charting of categories the concept of saliency is qualitative in nature and it involves judgement by the analyist. Although 10% is usually the cut-off point, some "salient" responses deserve reporting but it must be pointed out that inclusion of the response is a qualitative decision of the researcher.

It is important to note that the procedures used in content analysis depend on the purposes of the investigator (Stone, p. 523 in Analysis of Communication). Content analysis has been described by Barcus (p. 253 in Analysis of Communication) as the scientific study of

message content or more simply as the systematic study of communication messages. Content analysis was used in this study because it is essentially a practical enterprise as James Deese (p. 39, Analysis of Communication) so aptly states, "It is simply a collection of techniques for providing interpretations of texts...." Since the purpose of this investigator was to examine the written communications contained in newsletters from Designated Community Schools and Non-designated Schools, content analysis provided the vehicle by which to investigate and report the messages contained therein for as Berelson (1971, p. 18) says "Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication" and his conditions as follows are met:

1. Content analysis assumes that inferences about the relationships between intent and content or between content and effect can validly be made on the actual relationships established.
2. Content analysis assumes that the study of the manifest content is meaningful. The content analyst assumes that the meanings which he ascribes to the content by assigning it to certain categories, correspond to the meanings intended by the communicator and/or understood by the audience.
3. Content analysis assumes that the quantitative description of communication content is meaningful. This assumption implies that the frequency of occurrence of various characteristics of the content is itself an important factor in the communication process, under specific conditions. (Notwithstanding "salient" points - author's note)

The units of thought or ideas may consist of anything from one word to an entire paragraph. Marland (1977, p. 304) described this process by suggesting that the distinction between the two stages of

segmentation and categorization is best understood in terms of the categories.

Tuckwell (1980, p. 67) claims that "Definition of categories requires that they:

1. reflect the purpose of the research. The analyst must define the variables being dealt with (conceptual definitions) and specify the indicators which indicate whether a given content datum falls within the category (operational definition).
2. be exhaustive so that all relevant data can be classified.
3. be mutually exclusive so that no unit can be placed in more than one category.
4. be derived from a single classification principle which stipulates that conceptually different levels of analysis be kept separate (Holsti, 1969, p. 95)."

Treatment of the Data

The criteria for the major category sets was determined in two ways. Ten of the categories are taken directly from the Alberta Government's characteristics of a community school namely:

1. Community Related Curriculum
2. Involvement of Parents
3. Collegiality
4. Everyone a Teacher
5. Everyone a Learner
6. Interagency Cooperation
7. Facility Adaptation
8. Community Use
9. Community Issues
10. Sense of Community

The remaining categories or "sets" appeared and were classified according to frequency or interest.

The newsletters from Designated Community Schools and Non-Designated Schools were analyzed separately and reported upon individually and separately. Two graduate students assisted this researcher in validating the units and categorizing the various sets. Perhaps due to the formal nature of the school newsletter, very few units were questioned and again, very few questions were raised regarding placement of units in sets or categories. In other words, there was almost 100% agreement on all of the categories.

Measuring Readability

The newsletters were further analyzed for readability. The researcher thanks Dr. Grace Malicky for the Gunning Fog Index and the Fry Formula instruments. Lesikar (1980:114) reports that:

> ...studies show conclusively that different levels of readability exist. More specifically, they show that for each general level of education there is a level of writing easily read and understood. Writing that is readable to one educational level can be difficult for those below that level.
>
> ...In addition to supporting the basic need for adaptation, these studies have produced formulas for measuring readability. These formulas are based on the qualities of writing that show the highest correlation with levels of readability....these qualities are two-sentence length and word difficulty.

Readability Measures

In general the readability of written discourse can be loosely classified into three contexts. In the first instance it can refer to the legibility and typographic presentation. In the second it

may refer to the syntax and style of writing. Finally, it may refer to ease or difficulty of the reading due to sentence length and the length of the individual words within the sentences. In this research readability measures which were based on the latter were utilized. The instruments used were the Gunning Fog Index and the Fry Readability Graph, both of which are based on sentence length and syllable count. They provide at best only rough estimates of the reading difficulty level of a text.

Readability Formula

1. The Gunning Fog Index yields a reading grade level required for understanding written material. It is computed by ascertaining the average sentence length and the percentage of words containing three or more syllables. The formula is:

   GFI = (ASL + %TSW) X 0.4

   Where: GFI = Gunning Fog Index

   ASL = Average Sentence Length

   %TSW = Percentage of Three Syllable Words

   In calculating the number of three-syllable words proper nouns are excluded as are "easy" compounds and three-syllable verbs ending in "ed" or "es".

2. The Fry Readability Graph also yields an approximate reading grade level. This grade level is computed from a graph which has as its axes the average number of syllables per 100 words and the average number of sentences per 100 words. Proper nouns are not taken into account in the word count.

In order to obtain an average readability of a text, both the Gunning Fog and Fry measures require the selection of three 100-words passages (wherever possible). The average of these three measures should in turn yield the overall grade level readability of the text.

CHAPTER 4

ANALYSIS AND PRESENTATION OF FINDINGS

Introduction

The analytical scientific approach known as content analysis is the basis for this present study. As presently used the term "content analysis" refers to a sophisticated level of investigation, concerned with the identification of the more subtle and more significant dimensions into which a given phenomenon can be analyzed. Specifically, it differs from its predecessor in orientation from the earlier "frequency counts", often of a highly tedious clerical nature to an emphasis on collecting data only after they have been fitted into a scientifically meaningful context (e.g. prejudice, propaganda or emotional appeal in editorials, the character-building overtones in children's stories). A good example of this new orientation is the taxonomy of educational objectives (Bloom, 1956, the cognitive domain; Krathwohl et al, 1964, the affective domain; Harrow, 1972, the psychemotor domain) (Mouly, 1978: 213).

Mouly (1978) also makes reference to the studies of readability to determine the reading level of written materials. This study makes use of two methods of determining readability: the Gunning Fog Index and the Fry Index. In addition to the reading difficulty, the researcher also makes judgements and comments on format attractiveness, motivational appeal and clarity of expression. The criteria for judging is explicated later in this chapter and the Designated Community School and Non-Designated School are compared in visual form as well.

Because Designated Community School newsletters are being compared to Non-Designated School newsletters the characteristics of Designated Community Schools as categorized below,

1. Community Related Curriculum
2. Involvement of Parents and Community Members
3. Collegiality
4. Everyone a Teacher
5. Everyone a Learner
6. Interagency Cooperation
7. Community Use
8. Facility Adaptation
9. Community Issues
10. Sense of Community

are applied to Designated Community School newsletters and Non-Designated School newsletters by means of content analysis to determine which, if any, characteristics are illuminated in the newsletters and the results are compared in graph and chart form.

Besides the Community School characteristics "category sets", several other category sets came out as a result of an analysis of the newsletters that the researcher believed to be significant and represent the objectives of the research. Not all the possible categories, such as religious units, were reported upon which is in agreement with James Deese (p. 39 in Analysis of Communication) when he states:

> Content analysis does not try to discover all of the possible themes in some products, but only some portion of them - that portion being determined by the psychological or social aims of the analysis and by the necessity for statistical treatment (p. 39).

The following additional category sets came as a result of the content analysis of the Designated Community School and Non-designated School newsletters.

1. Announcements
2. School Update
3. Acknowledgements
4. Solicitations
5. Student Involvement in Newsletters

When the newsletters are analyzed, thought units usually consisted of a sentence but may have been a single word or an entire paragraph, depending upon the nature of the item. The community school categories were established before analysis was begun, which is in keeping with Marland (1977: 304) who claims that the categories largely establish the unit by stating "the distinction between the two stages of segmentation and categorization is blurred because the unit selection is best understood in terms of the categories" (cited in Tuckwell, p. 67).

Presentation of Findings

Eighteen newsletters from ten selected Designated Community Schools were collected and analyzed using the method of "content analysis". One Designated Community School did not issue a newsletter. Eighteen newsletters from ten selected Non-designated Schools were collected and analyzed. Newsletters were collected from nine Non-designated Schools. The results are compared and shown in graphs

and charts.

The newsletters for the months of January and March were chosen for analysis. For the purpose of this study, the newsletters sent home within the chosen months were analyzed. In most cases, one newsletter was sent home per month. In one instance five separate newsletters were sent in January. The five were treated as one January newsletter. In two cases monthly newsletters are not sent home on a regular basis, so the communications sent closest to January and March were selected for analysis. The length of Designated Community School newsletters ranged from one to twelve pages. The length of Non-Designated School newsletters ranged from one to eight pages.

The newsletters from Designated Community Schools and Non-Designated Schools were kept and analyzed separately. The technique and criteria were identical for both types of schools.

Treatment and Analysis of Readability Measures

Selection of Newsletters for Analysis

The newsletters from Designated Community Schools were numbered from one to nine and, using a scale of random numbers (Popham and Sirotnik, p. 368) five were selected for the readability analysis. These newsletters were designated A, B, C, D, and E. A similar procedure was used in the selection of the newsletters for Non-Designated Schools which were to be analyzed. These newsletters were designated F, G, H, I, and J.

Application of Readability Measures

All of the newsletters but two were of sufficient length to yield three 100-word passages. The two exceptions yielded only two 100-word passages. Headings, titles, dates and numbers were not taken into account in the counting of syllables. Wherever possible, the 100-word passages were selected from the beginning, middle and end of the newsletter. An effort was also made to select passages which consisted of connected discourse on a single topic. In most cases this was possible. When it was not possible, the requisite number of words/sentences was taken from the passage immediately following.

Each newsletter was tested for readability using the Gunning Fog and Fry Indices.

Analysis of Results

The purpose of the two readability analyses was to ascertain an approximate reading grade level for the newsletters from each

grouping. Although the Gunning Fog Index yielded a higher average readability level than the Fry Index (Table 5), (approximately two grade levels) the data indicates a consistent pattern within each grouping.

With only one exception, (Newsletter B) (see Tables 1 and 3) there was a direct correlation in the readability level rankings of the newsletters between both indices. Thus, Newsletter F was designated most difficult in readability, while Newsletter H was designated least difficult by both the Gunning Fog and Fry Indices.

The data also indicated a wide range of readability, not only between the newsletters, but also within the individual newsletters themselves (for example, Newsletter C had a range 9.2 - 15.2 on the Gunning Fog Index) (see Table 1). It is difficult to attach too much significance to this observation, however, because of the ability of a single long sentence to skew the results on the Gunning Fog Index. Referring to Tables 1 to 5, in general, both indices indicated a tendency for newsletters from Non-Designated Schools to be of a slightly more difficult level of readability. Although both groups of newsletters would appear to require a minimum of Grade 10 reading ability.

The summary (Table 5) indicates a strong tendency on the part of all the newsletters to long sentences which contain a relatively high degree of multi-syllable words. Although neither the Gunning Fog Index nor the Fry Readability Index provide data regarding syntax, composition, or style, they do indicate that the readership toward which the newsletters are aimed would require a certain sophistication in reading ability. The newsletters from both groupings were to a certain degree consistent in their readability even though the range

Table I

Gunning Fog Index for D.C.S. Sample

Newsletter	Selection	A.S.L. (X)	%T.S.W. (Y)	Total (X+Y)	G.F.I. (X+Y) X 0.4	Average Selection (1+2+3)÷3
A	1	16.6	10	26.6	10.6	11.8
	2	14.3	20	34.3	13.7	
	3	12.5	15	27.5	11.0	
B	1	22.0	10	32.0	12.8	13.2
	2	22.0	11	33.0	13.2	
	3	22.0	12	34.0	13.6	
C	1	12.0	11	23.0	9.2	11.8
	2	11.8	16	27.8	11.1	
	3	25.0	13	38.0	15.2	
*D	1	18.2	6	24.2	9.7	10.2
	2	22.0	5	27.0	10.8	
	3					
E	1	14.3	18	32.3	12.9	11.3
	2	15.3	9	24.3	9.7	
	3	11.7	17	28.7	11.4	

* Too short to yield 3 X 100 word selections

Table 2

Gunning Fog Index for N.D.S. Sample

Newsletter	Selection	A.S.L. (X)	%T.S.W. (Y)	Total (X+Y)	G.F.I. (X+Y) X 0.4	Average Selection (1+2+3)÷3
F	1	33.0	17	50	20.0	17.1
	2	23.0	17	41	16.4	
	3	20.0	17	37	14.8	
*G	1	21.0	9	30	12.0	11.4
	2	18.0	9	27	10.8	
	3					
H	1	13.3	8	21.3	8.5	10.8
	2	20.0	13	33	13.2	
	3	18.0	9	27	10.8	
I	1	16.7	10	26.7	10.7	12.7
	2	20.0	22	42.0	16.8	
	3	15.3	11	26.3	10.5	
J	1	20.0	10	30.0	12.0	12.1
	2	16.7	12	28.7	11.4	
	3	22.0	10	32.0	12.8	

* Too short to yield 3 X 100 word selections

Table 3

Fry Readability Index for D.C.S. Sample

Newsletter	Selection	Sentences/ 100 words	Ave.	Syllables/ 100 words	Ave.	Approximate Grade Level
A	1	7.0	7.0	160	178	College
	2	7.0		191		
	3	7.0		178		
B	1	4.5	4.5	138	146	9.7
	2	4.5		150		
	3	4.5		151		
C	1	8.3	6.9	152	157	9.8
	2	8.5		168		
	3	4.0		152		
D	1	5.5	5.0	146	139	8.3
	2	4.5		132		
	3	5.0		139		
E	1	7.0	7.3	169	161	10.6
	2	6.5		150		
	3	8.5		165		

Table 4

Fry Readability Index for N.D.S. Sample

Newsletter	Selection	Sentences/ 100 words	Ave.	Syllables/ 100 words	Ave.	Approximate Grade Level
F	1	3.0	4.1	170	171	College
	2	4.3		163		
	3	5.0		179		
*G	1	4.8	5.1	147	153	10.0
	2	5.5		159		
	3					
H	1	7.5	6.0	146	150	9.1
	2	5.0		155		
	3	5.5		148		
I	1	6.0	5.8	142	158	10.5
	2	5.0		175		
	3	6.5		157		
J	1	5.0	5.2	148	154	10.3
	2	6.0		165		
	3	4.5		149		

Table 5

Comparison Summaries

Gunning Fog Index

	(X) A.S.L.	(Y) 3 + S.W.	(X + Y) Total	(X + Y) X 0.4 G.F.I.
D.C.S.	17.1	12.35	29.4	11.75
N.D.S.	19.8	12.4	32.2	12.88

Fry Readability Index

	Average Sentences/ 100 Words	Average Syllables/ 100 Words	*Grade Level
D.C.S.	6.1	156	10.2
N.D.S.	5.2	157	10.9

* These are very rough approximations as the readability graph yields only very general gradations.

was quite wide viz:

Non-Designated Schools	GFI	10.8 - 17.1	FRY	9.1 - college
Designated Community Schools	GFI	10.2 - 13.2	FRY	8.3 - college

Community School Characteristics

In Table 6 below the results of the content analysis of Designated Community Schools and Non-designated Schools newsletters are shown. The researcher points out to potential users of this study that judgements have been made about the importance and relevance of responses. Actual category examples, some readers might say represent each category are given for each of the community school characteristics. Because the sets were pre-chosen, there was no cut off-point chosen.

It is important to note that if a newsletter contained one or more than one item in a particular category, the school was credited with having one response.

Table 6

Characteristics of a Community School From Alberta's Guidelines

	D.C.S.		N.D.S.	
	f	%	f	%
1. Community Related Curriculum	0	0	0	0
2. Involvement of Parents	9	100	7	78
3. Collegiality	6	67	3	33
4. Everyone a Teacher	1	11	0	0
5. Everyone a Learner	8	89	6	67
6. Interagency Cooperation	9	100	8	89
7. Facility Adaptation	2	22	0	0
8. Community Use	8	89	3	33
9. Community Issues	9	100	4	44
10. Sense of Community	9	100	9	100

Number of D.C.S. = 9

Number of N.D.S. = 9

f = Frequency

% = Percentages rounded off to nearest unit

1. Community Related Curriculum. Basic education is enhanced by relating the curriculum to real life situations in the community. Students go into the community to use available facilities and resources, and to provide service while they learn. In turn, community resources are brought into the school. Intense study of the local community becomes the basis for study of life in other communities and the world.

There was no activity in this area reported from Designated Community Schools or Non-designated Schools in the January or March/April newsletters.

2. Involvement of Parents. There is an effective involvement of parents and other community members in helping to develop the curriculum of the school and in helping teachers through appropriate voluntary service.

Curriculum as used in the definition, refers to the aggregate of courses of study given in a school. For purposes of this study the curriculum is deemed to be provincially set and formal development of the courses of study does not involve parents or community members. Therefore the "Involvement of Parents" category includes items referring to voluntary service.

Sample Items

"We have had an excellent response to this program and a super group of volunteers."

"Parents who may be able to assist in supervision, please phone the school secretary."

"Twenty parents volunteered their time to supervise and their assistance was greatly appreciated."

"Models [clothing] will be students and parents of _____ community. Thank you parents."

3. Collegiality. A democratic, collegial philosophy is encouraged by the school board and principal teacher in the administration of the school. Parents and other interested community people are regarded as allies.

A colleague may be described as an associate in an office or profession. One, therefore, to consult or refer to for ideas, opinions or support. The items classified as of the collegial nature refer to the asking of advice or opinions via seminars, questionnaires or study groups. Reports from the Community School Advisory Council were often included in this category, but only if the school program was mentioned.

Sample Items

"Grade 10 Parents Evening Seminars - Reactions and general response was positive."

"Approximately 140 people spent an hour and one half participating with Mr. Dave King, the Minister of Education, in discussions of high school evaluations and diplomas. Thanks to the Parent Advisory Committee for arranging the discussion period and wine and cheese party following."

"I am therefore requesting any interested parents to consider participation in our yearly budget review process. The committee will be examining this year's school priorities and lending input to the determination of next year's objectives."

The intention of the questionnaire format is to help collect information, ideas and opinions from the parents. ...If school priorities need to be re-examined or changed due to budget reductions,

enrolment changes, etc., we would like to have as much parental input as possible."

4. Everyone a Teacher. The faculty includes teachers, working in cooperation with each other, and community adults and students.

This category included items that refer to resource personnel other than teachers who provide or assist with instruction for school children.

Sample Item

"Volunteers are very much needed in one of two capacities: first, to share a skill or interest with a group of youngsters... The program is planned for five Wednesday afternoons..."

5. Everyone a Learner. Although the education of the young is the priority, all members of the community are potential students, including pre-schoolers and adults of all ages. Educational activities involving people of all ages are encouraged.

Items in this category included notice of programs or courses being offered in the school during the week in the late afternoon and evenings and on weekends. Since up to 28 units were advertised in one newsletter only the "headings" or notice of classes are given to characterize this category as follows:

"Continuing Education Classes"

"Put a Little Class in Your Life"

"Lakewood Community League Programs"

"Computers for Seniors"

6. Interagency Cooperation. The school regards itself as an integral part of a total community education system. The school cooperates with other community organizations and agencies to provide comprehensive educational, recreational, cultural and social services to people in the school attendance area.

Items from this category exemplify the school in cooperation with other community organizations and agencies. Generally the items in the category refer to special services or activities that the community is invited to attend. For example:

"Family Service Association of Edmonton is offering a series of four free lectures on the legal, emotional, parental and relationship issues of divorce at the library."

"West Jasper Place Presbyterian Church will be showing the film The Lion, the Witch and the Wardrobe by C. S. Lewis....where [travellers] gain some important insights into the Christian faith."

"Opera in Schools will be performing at 1:30 in the gym. This has been excellent in the past and we are looking forward to their visit."

"Throughout the fall and winter on Sunday afternoons, naturalists from the John Hanzen Nature Centre will present programs at the clubhouse of Riverside Golf Course."

7. Facility Adaptation. School facilities may be designed or modified with effective teacher and community involvement so that, ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.

Only two items were in this category. Both are reprinted below:

"We have recently been notified of our successful application to Project Co-operation (Provincial Grant) for funding to supply and install exterior lighting at the front of the school. Due to the heavy evening use of the building, safety lighting will be

installed to illuminate the front school sidewalk and the sidewalk to the parking lot."

"The four portables that are under construction at our school are scheduled for completion in _____."

8. Community Use. The school facility is available for community educational, recreational, cultural and social use on an extended time basis daily and yearly. Community activities might be scheduled at any time during each operational day.

Items chosen in this category were chosen exclusive of school children's programs. Sample units include programs offered in the schools that were reported in the newsletters:

"Our Thursday evening Family Fun Nights have been operating for two weeks..."

"A Before And After School Care Program is planned for our school."

"Parks and Recreation and the Community League offer the following programs at the school:

Junior Jack Rabbit Ski
Aerobics for Teens
Family Funtime."

"The Senior Citizen's Drop in Group has become a regular meeting in our school. Starting in March, this group will meet once a week."

9. Community Issues. The school, by policy, encourages a study of problems and issues of significance to the community, often in cooperation with other agencies and organizations in the community.

No issues of community significance pertaining to actual in classtime curricula were reported in the newsletters. The items chosen to represent this category pertain to courses or programs offered or advertised by the school or the community or other agencies. A few of the issues were:

"Tax Returns: There will be a seminar on preparing your Income Tax Return at the Community Hall."

"UNEMPLOYMENT AND FAMILIES, EVENING

A chance for families and friends of families who have one or both adult members unemployed to look at their situation, to find out you are not alone, and look at some alternatives. CATALYSE THEATRE will dramatize the situation many of us find outselves in. Children will also work with the actors to create their own play for the parents.

There will be people from Consumer and Corporate Affairs, Advanced Education, the Canadian Employment Center as well as possibly your M.P. and M.L.A. available to answer your questions. Also in attendance will be people from Continuing Education, N.A.I.T., Alberta Correspondence School, University of Alberta Extension, and the Canadian Institute of Management for you to discuss the possibility of further education with.

A great opportunity to see a play relevant to your family and friends and a chance to get some questions answered. See you there."

10. Sense of Community. The school has a vital stated goal, which is to foster a sense of comminity. It assumes it is important that the people who live in its attendance area know and care about each other.

The sense of community category set includes items that reflect mutual cooperation from the school and the community. People are welcomed in the school. A positive image of the school is projected and communicated in the newsletter by caring and sharing words and phrases. A few follow:

"The main doors will remain open until 4:30 p.m. Please drop by for a visit and coffee in the community room."

"We believe the community and the students do take a real pride in the appearance and the activities in the school."

"Please notify the school if there is anyone who needs help in snow shoveling. The students are eager to help at no cost."

"It is pleasant to hear of an unselfish deed where people have acted from the heart and accomplished some good. Students of Jasper Place High School have informally adopted the student body at Alex Taylor Elementary School...." (Edmonton Journal Editorial, Friday, December 17, 1982.)

Open Categories

The following categories emerged from the content analysis and are shown and compared in Table 7.

Announcements

Announcements consisted of items that flashed picture taking dates, pinpointed report card dates and interviews, and mentioned or highlighted specific dates. Examples are as follows:

Table 7
Open Categories

	D.C.S.		N.D.S.	
	f	%	f	%
1. Announcements	9	100	9	100
2. School Update	9	100	9	100
3. Acknowledgements	4	44	4	44
4. Solicitations	8	89	5	56
5. Student Involvement in Newsletters	3	33	3	33

n = 9, 9

"Meet the Teacher Night is planned for Tuesday, _____"

"School photos are scheduled for January 15."

"Professional Development Day is planned for Friday, January 27. There will be NO CLASSES for students."

"The band performances will take place at the following times...."

School Update

This category included reminders of previous announcements and community events and were often included in a calendar or on a separate page.

"Hot Dog Day - Just a reminder."

"What's Happening - calendar of events."

"Spring break date reminder..."

"Community League Program for skating as follows..."

Acknowledgements

Items presented in this category pertain to special achievements of students, parents or staff, or changes and additions to staff or school personnel.

"Ye Honor Rolls - Follows a list of awards in commerce, music, art, phys ed, electronics, machine shop, academics, athletics, etc."

"Congratulations to the senior basketball team and coaches."

"Congratulations to the Jogging Club under the direction of Mrs. _____"

"On behalf of the staff, students and parents I would like to extend my thanks to the Community League...not only for the computer, but also for the very significant demonstration of support to education in our community."

Solicitations

As may be expected from the heading, solicitations are items that solicit goods, funds or services for the school program.

"If your child may attend floor hockey finals, please... and return with 50¢ (Lunch Room Fee)."

"Any parent volunteers who still wish to donate their time towards the school purchase of an additional computer are asked to phone the school."

"We need the help of the community. The play group desperately needs a crib, ...toys...children's furniture. If you have any of these items we would appreciate hearing from you."

"Typewriters Needed: We need donations or long-term loans or typewriters. These loans or donations will be used by the student for keyboard practise...facilitate their use of the microcomputer."

Student Involvement

This category included items contributed for newsletter publication or services provided for by students. Examples are provided:

"My Pet Dragon by Hien

My dragon's name is hockey and his age is five. My dragon eats round things and I didn't hide my dragon. My mom and dad know that I have a dragon and he sleeps outside with his Blanket. My dragon's favourite sport is hockey. When the Oilers win he spits fire and he plays with me too. His home is outside in my back yard.

The end. "

"Credits - this newsletter was typed by two students in Office Procedures 30...."

"Children's Corner - ths stories below were written by a grade one student and a grade 2 student:

GIVE ME A HOME

One day an elephant came to my house. He asked for a home but I said no. The elephant went away to another house.

Shantel Koenig, Grade I

A SKUNK IN THE CLASS

There was a skunk in our classroom. It smelled very bad so Peter F. took it out of the classroom because he was brave, very brave. Everyone clapped. Then they had a party and celebrated. The end.

Kelly Fontaine, Grade II

"From Our Students - a separate page, dedicated to Limerick and Haiku poems:

Pretty white snowflakes
Fluttering and different
Falling everywhere.

by Vergie Lynn McRae (Gr. 2)"

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study has compared the newsletters from selected Designated Community Schools with those from Non-designated Schools across two categories, content and readability. The research has sought answers to a series of six general questions which pertain to newsletters sent out by the two school groupings. The findings of the research can be summarized as answers to the posed questions.

Question 1

Does the Designated Community School newsletter reflect the characteristics of a community school as set down by Document 35?

Document 35 sets forth ten characteristics of community schools. Table 8 shows the rank in order of these characteristics in terms of the number of newsletters which contained them. Thus, in the categories Parent and Community Involvement, Interagency Cooperation, Community Issues and Sense of Community 100% of the selected community school newsletters contained items pertaining to each of the four areas. The community school characteristics Everyone a Learner and Community Use ranked second with eight out of nine or 89% of the Designated Community School newsletters containing items peculiar to those categories. Collegiality was third with six out of the nine (67%) schools having items corresponding to the category heading. Adaptation of Facilities placed fourth with two out of nine (22%) Designated Community Schools represented. Fifth place was Everyone a Teacher, with only one item or 11%. Community Related Curriculum had no representative items from any Designated Community Schools. One cannot say priorities are different

Table 8

Characteristics as They Appear in Order

Designated Community Schools					
First	Second	Third	Fourth	Fifth	No Response
Parent and Community Involvement Interagency Cooperation Community Issues Sense of Community	Everyone a Learner Community Use	Collegiality	Adaptation of Facilities	Everyone a Teacher	Community Related Curriculum
Non-designated Schools					
Sense of Community	Interagency Cooperation	Parent and Community Involvement	Everyone a Learner	Community Issues Sixth Collegiality Community Use	Community Related Curriculum Everyone a Teacher Adaptation of Facilities

or that they do or do not occur in the school program. What has been reported is that which was written in the newsletters.

Question 2

Does the Non-designated School reflect similar characteristics?

The research showed that newsletters from Non-designated Schools did, to a certain extent, reflect similar characteristics, although the incidence of occurrence of the characteristics was in a different sequence. Three of the characteristics of Designated Community School newsletters were not represented in Non-designated Schools namely: Everyone a Teacher, Adaptation of Facilities, and Community Related Curriculum which was also ignored by Designated Community Schools. The remaining seven community school categories were represented as follows: All Non-designated School newsletters or 100% contained examples of Sense of Community. Eighty-nine per cent or eight out of the nine had items depicting Interagency Cooperation. Parent and Community Involvement followed closely with seven out of nine school newsletters having items in this category. Six out of nine or 67% school newsletters carried items representing Everyone a Learner. The next most often represented in the Non-designated School newsletter was Community Issues with four out of ninety-nine or 44%. Collegiality and Community Use were represented in three out of nine or 33% of the school newsletters. Three categories had 0% representation: Community Related Curriculum, Adaptation of Facilities and Everyone a Teacher.

Table 8 graphically depicts the above information, clearly illustrating the number of Designated Community Schools representative items in each community school characteristic compared with the

results from Non-designated Schools.

Question 3

Is the function of the newsletters different; i.e. is it to inform only; inform and encourage response; demand response? Is there a response required to indicate awareneness and/or concurrence?

The answer to this question may be answered by referring to Table 7. Both Designated Community Schools and Non-designated Schools clearly inform their audience on upcoming school matters. Response was encouraged more often in Designated Community School newsletters by publishing questionnaires monthly or periodically.

Three Designated Community School newsletters contained questionnaires or small surveys for the parents to fill in and return. No Non-designated School newsletter included a questionnaire or survey. Both types of schools requested return phone calls when appropriate.

Question 4

Regarding readability is there a difference?

The research found a slight difference in the readability of the newsletters when Designated Community Schools and Non-designated Schools were compared, those from Designated Community Schools being lower on the average. This modest difference, however, was minimal in the light of the high readability requirements of both sets of newsletters. However, the length of the Designated Community School newsletters allowed for a greater variety of passage selection and could have contributed to the slightly lower readability. The authors of newsletters from Non-designated Schools attempted

apparently to communicate the maximum amount of information in the fewest words, thus resorting to single succinct multi-syllable words rather than explanatory phrases containing fewer syllables. Overall the major indications of the readability research was that all of newsletters examined required a minimum reading ability of the equivalent of eight years of education to be fully comprehended.

Question 5

Does the newsletter from Designated Community Schools include more messages from authors other than the school principal than the newsletter from Non-designated Schools?

Designated Community School newsletters consistently included bulletins from the Community School Coordinator, the Community League, local churches, Continuing Education and other agencies. Non-designated School newsletters reported school news and infrequently reported news from other agencies. Both newsletters included students' work in three out of nine newsletters.

Question 6

Can a "model" newsletter be developed for both types of schools or are they inherently different in content?

Designated Community School and Non-designated School newsletters have similar content and similar functions. Educators should be aware that newsletters continue to be one of the most common means of disseminating information regarding dates of meetings, holidays, solicitations and so on. School administrators would be well advised to consult their district Public Relations Officer or a PR specialist from a local newspaper who can give expert advice and assistance on newsletter publication and can prevent common errors and give

technical assistance. Newsletters from Designated Community Schools did not vary from Non-designated School newsletters in overall visual impact. Both had pictographics or logos, were presented clearly and were generally succinct. There were, however, omissions common to Designated Community School and Non-designated School newsletters. One of the more frequent omissions was the name of the author or editor. Another common mistake was in not carefully proofreading for typographical, spelling or grammatical errors.

In four out of nine Designated Community School and two out of nine Non-designated School newsletters the salutation and closing were omitted, thus perhaps missing an opportunity to set the tone. If "Dear Parents" does not suffice for the entire community, "Friends of the School" might be in order.

Headings for each topic area such as "Dates to Remember", "Put a Little Class in Your Life" made perusal of the newsletter easier.

Newsletters from Designated Community Schools tended to be longer and contained more notices of community happenings than Non-designated School newsletters. This is not surprising since each Designated Community School coordinator contributes to the content of the newsletters. It is of interest to note that more may not be better but inclusion of community happenings seem to place the school in a positive central position in the community.

Conclusions

Newsletters from Designated Community Schools exhibited more of the ten characteristics of a community school. The area not touched upon in the January and March/April newsletters was Community Related Curriculum. Non-designated School newsletters were not represented in three community school categories - Community Related Curriculum, Everyone a Teacher, and Community Use. The incidence of representation in the remaining seven categories was lower than Designated Community Schools, except for Sense of Community which was 100% for Designated Community Schools and Non-designated Schools.

By representing more of the Community School characteristics newsletters from Designated Community Schools tend to appear to come from more responsive schools and to invite more interaction with parents, other community members and other agencies.

Designated Community School newsletters reflect a conscious orientation to the community at large by reporting on community activities, providing surveys on public issues and providing all agencies with copies of the newsletters.

Students of Designated Community Schools and Non-designated Schools do not play a highly active role in either preparation of or content in the newsletters. One Designated Community School and one Non-designated School newsletter was illustrated by a student and there were four examples of students' work from Designated Community Schools and two examples from Non-designated Schools. High school students from both types of schools were far more involved than any other age group by writing articles and typing.

Mouly (1978) suggests that studies of this kind can be particularly useful to the school administrator. While primarily concerned with present status, they are definitely oriented toward the improvement of future practice.

Recommendations

1. School newsletters should be written with three audiences in mind: a. parents,
   b. other adults and professionals,
   c. children.

2. School newsletter publishers should have time to consult with other agencies and parents and could also publish notices in the newspaper.

3. The use of survey questionnaires appears to be an effective means to elicit public opinion and secure committment and involvement to the school program.

4. Educators should avail themselves of a newsletter publication course such as the one offered by Edmonton Public School Board.

5. Students should have more involvement in school newsletters.

6. A computer content analysis program should be operable for students in Educational Administration.

Recommendations For Further Study

1. The importance of newsletters as a communication medium and a public relations vehicle needs further investigation for Designated Community Schools and Non-designated Schools.

2. Parents' responses to school newsletters could be examined to determine how effectively newsletters communicate.

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APPENDIX

Edmonton, Alberta

NEWSLETTER

January 7, 1983
Newsletter #14

1. PARENT'S VOICE

Attached to the December 1, 1983 newsletter, as well as this newsletter, is a new form called "PARENT'S VOICE". The inclusion of the "Parent's Voice" will be a regular monthly feature of our newsletter. The intention of the format is to help collect information, ideas and opinions from the parents. We need to know what you like as well as any dislikes. Some parents verbally remarked after seeing the December newsletter that they didn't fill in a form because they were happy and didn't want to see any changes. Those comments are very valuable to the staff, both in terms of encouragement and recognition. If school priorities need to be re-examined or changed due to budget reductions, enrolment changes, etc. we would like to have as much parental input as possible, so please take a moment to fill the form out and return it to the school. Thank you.

2. OPTION PROGRAM

We are once again planning to offer the INTEREST OPTION program at for students in Grade 1 - 6. This program has been designed to give our students the opportunity, in a family grouping, to broaden their education by learning a skill or craft which will extend the scope of the regular curriculum. The program is planned for five Wednesday afternoons tentatively starting January 19. Volunteers are very much needed in one of two capacities: first, to share a skill or interest with a group of youngsters (a teacher would supervise the children and help is available in planning a program) or secondly, to assist a leader in passing on a skill to the students. If you could share an hour and a half for 5 weeks as your community service, please contact the school at as soon as possible. Some areas of interest are: crewel stitchery, needlepoint, radio plays, calligraphy, animation, pin-hole cameras, macrame, cross country skiing, fabric flower making, etc. Please share your ideas and time with us, we need you.

3. TYPEWRITERS NEEDED

Now that has five micro-computers in residence, we need donations or long-term loans of typewriters. If you have a spare typewriter that you could share with Community School, please call the school at These loans or donations will be used by the students for keyboard practice, a skill that will facilitate their use of the microcomputer.

4. NIGHT HOST/HOSTESS

Community School has a job opening during the evening for a person or persons. The position may require some weekend work in the future. Job sharing will be considered. The position involves assisting the Community School Co-ordinator with reception and public relation duties as well as handling bookings. The competition is open until a suitable candidate is found. Apply to , Support Staff Personnel at the Edmonton Public School Board, 429-8121.

EXTERIOR FRONT LIGHTS

We have recently been notified of our successful application to Project Co-operation (Provincial Grant) for funding to supply and install exterior lighting at the front of the school. Due to the heavy evening use of the building, safety lighting will be installed to illuminate the front school sidewalk and the sidewalk to the parking lot. Date of installation is presently unknown.

6. ADDRESS CHANGES

Any students who have had a change of address (or phone number) since September 1, 1982 should advise the office staff in order that our records may be updated. Thank you.

7. WELCOME BACK

On January 3, Ms. rejoined the Staff after being on maternity leave since September 1, 1982. Ms. was the very capable temporary teacher at the grade three level while Ms. was away.

8. PROFESSIONAL DEVELOPMENT DAY

On Friday, January 28, the School Staff will be in attendance at micro-computer workshops during our second professional development day.

There will be NO CLASSES for students on FRIDAY, JANUARY 28, at Community School.

9. MOVIES - MOVIES - MOVIES

The Community League Saturday movie format is changing slightly. The movie will be shown twice: on Friday afternoon at 4:00 P.M. and again on Saturday at 2:00 P.M. The movies will be shown in the Steinhauer Music/Drama Room. Admittance at each showing will be limited to 100. A charge of 75¢ will be made to cover the cost of popcorn and pop.

The present movie list is:

Jan. 7 & 8 - "Annie" - the hit musical
Jan. 21 & 22 - "Star Trek - The Wrath of Khan" - parents, please be aware that there are two possibly scary scenes in this movie

Tentative future bookings -

Feb. 4 & 5 - "Xanadu" - musical
Feb. 18 & 19 - "Pete's Dragon" - Walt Disney animation

MOVIES (Cont'd.)

Tickets for the Friday afternoon showing will be available at on the Thursday preceeding the performance. Ticket pre-sale time 3:45 - 4:15 P.M. on Thursday and again at the Music/Drama Room door after school on Friday if there are any tickets remaining. Tickets for the Saturday movie will be available at the door immediately prior to the performance time of 2:00 P.M.

10. PUT A LITTLE CLASS IN YOUR LIFE

An interesting variety of classes will be offered at this winter. Details can be found in the following places:

Learning for Living Program Guide - a supplement to the Edmonton Journal January 4th

Parks and Recreation, Southwest Guide, delivered in the area, Tuesday, January 4th

Ermineskin Community League Newsletter, January 1983

and on large posters in the school.

Browse through the offerings and choose your winter recreation. Some of these courses are extremely popular and have limited registrations. Guarantee your first choice by acting promptly.

HAPPY NEW YEAR

Parent's Voice

The staff of Community School likes to know what you think. It helps us plan changes. This page is for you. Please fill it out and send it back to us.

Thank you.

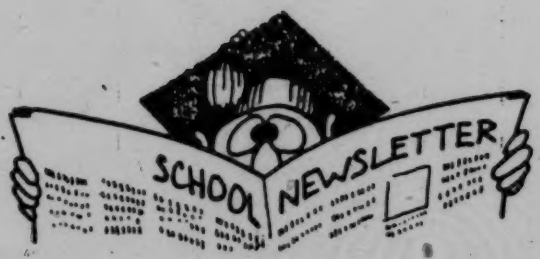
Let us know what you like :

What you don't like :

Ideas :

January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2	3	4	5	6 Dental Hygienist	7 Dental Hygienist 4 p.m. Movie "Annie"	2 p.m. Movie "Annie
9	10 Dental Hygienist	11 Dental Hygienist Mr. class to Bennett Centre 7:30 Community League	12 Gr. 3, 4, & 5 Jubilee Aud. Edm. Youth Orchestra	13 School Staff Meeting 3:45	14 Journal Run Kinsmen Field-house 3:30 p.m. Jogging Club	9:30-3:00 p.m 4-H Club meeting
16	17	18 Ms. class to Bennett Centre 7 p.m. Single Parents' meeting	19	20	21 Immunization Gr. 1 & 2 Gr. 6 girls 4p.m. Movie "Wrath of Khan"	2 p.m. Movie "Wrath of Kha
23	24	25 7:30 p.m. Clothes Closet Blues (1-time program) 7:30 p.m. CEC Meeting	26	27	28 Professional Development Day NO CLASSES for students	
30	31 1-3 p.m. Chinese Cooking II begins					



Jdnuary 21, 1983

Dear Parents/Guardians:

On behalf of the School staff, I would like to extend to all parents/guardians a very sincere wish for a happy and successful year in 1983!

PROGRESS REPORTS

Our second Progress Reports will be issued on Friday, March 18th. At that time you will also be given the opportunity to schedule a parent-teacher conference.

SCHOOL PATROLS

Just a reminder of the times that our adult crossing guard and school patrols are on duty.

102 Avenue and 116 Street

8:30 - 8:45 a.m.
12:35 - 12:50 p.m.
11:40 - 11:55 a.m.
3:30 - 3:45 p.m.

102 Avenue and 117 Street and 118 Street

8:35 - 8:45 a.m.
12:40 - 12:50 p.m.
11:40 - 11:50 a.m.
3:30 - 3:40 p.m.

We strongly encourage the applicable students to cross at one of those locations and as much as possible at the same location. This assists patrol members in performing their responsibilities as they learn which students to expect each day. Thank you for your cooperation.

EDMONTON ANTI-SHOPLIFTING EDUCATIONAL PROGRAM

We have scheduled an Anti-Shoplifting Program for our students on Monday, February 7, 1983 in our gymnasium. Kenneth G. Walker, and Educational Consultant with the program will be putting on two presentations at the following times:

9:00 - 9:30 a.m. - Kindergarten - Grade Three
9:30 - 10:00 a.m. - Grades Four - Six

A follow-up discussion will take place in the classroom with the grades four, five's and six's from 10:15 to 11:30 and for Kindergarten from 1:00 to 1:30 p.m.

All parents/guardians who would like to attend are invited to do so.

TEACHERS' CONVENTION

The annual convention for teachers will be held this year on Thursday, February 24 and Friday, February 25.

There will be no school for students on those two days.

(continued....2)

PICTURE RETAKES

School picture retakes will be held on the afternoon of Friday, January 28. Those students who missed the first photo session or whose parents wish retakes will attend this session.

MUSIC LESSONS

Ira Unpowych, a qualified and experienced teacher in both piano and theory in Conservatory and Western Board methods, is now accepting applications from ages four through adults. For more information please phone 482-2587.

ASSOCIATION FOR BRIGHT STUDENTS

The Association for Bright Students is seeking interested adults to join their organization concerned with gifted children. All those interested in further information can call Penny Christensen at 436-5758.

CHILDREN'S CORNER

The stories below were written by Shantel Koenig, Grade One, and by Kelly Fontaine, Grade Two, both from Mrs. Grade One/Two class.